
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Professional Education Report
Monday, May 18, 2009
(Last approved Thursday, January 29, 2009)

Entity: Midd-West SD
Address: 568 E Main St
Middleburg, PA 17842-1295

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ann Claire Mattern	Community Member	Community Representative	Board of School Directors
Bernadette Lucas	District	Administrator	Administrators
Beth Rearick	District	Secondary School Teacher	Teachers
Denise Boonie	Community Member	Parent	Board of School Directors
Diane Hallinan	District	Administrator	Administrators
Elaine Sautner	District	Administrator	Superintendent
Faye Aurand	District	Elementary School Teacher	Teachers
Heather Ryder	District	Ed Specialist - Instructional Technology	Educational Specialists
James Aurand	Community Member	Community Representative	Board of School Directors
Jennifer Bilger	District	Elementary School Teacher	Teachers
Jessica Clark	District	Secondary School Teacher	Teachers
Kathy Shellenberger	District	Middle School Teacher	Teachers
Michael Stebila	District	Ed Specialist - Instructional Technology	Educational Specialists
Patricia Lightner	Community Member	Parent	Board of School Directors
Robert White	Community Member	Business Representative	Board of School Directors
Shannon Woodling	District	Elementary School Teacher	Teachers
Sharon Lynch	Community Member	Business Representative	Board of School Directors
Traci Sierer	District	Elementary School Teacher	Teachers

Needs Assessment

Reflections

There are currently no reflections selected for this section.

1. Student Achievement Data:

In kindergarten, 73.12% of students scored proficient or advanced on the Early Star Assessment. In grade 1, 64.94% of students scored proficient or higher on the DIBELS fluency assessment. A challenge area is the fluency of Title I first grade students with an average of 25.45% proficient or advanced on the same assessment. A similar challenge is occurring in grade 2, where 70.77% of students are proficient or advanced on the DIBELS fluency assessment and 30.77% of the Title I second graders are proficient or higher on the same assessment. Also in grade 2, 57.44% of the students are proficient or advanced in comprehension (cloze activities) as measured on the MAZE-R, while 25% of the Title I students are proficient.

In grades 3 and 4, math and reading scores have been increasing on the PSSA. Grade 5 scores have been decreasing in both reading and math.

Grade 6 reading and math scores have decreased, while 7th and 8th grade reading and math scores have been maintained or increased on the PSSA. 4Sight assessments have shown a steady growth in the number of students scoring proficient or advanced in both math and reading this year.

Grade 11 reading scores decreased and math scores showed a significant decline on the PSSA. 4Sight assessments have shown an increase in the number of students scoring proficient or advanced in reading, however math performance indicates fewer students are scoring proficient or advanced this year.

Analysis of classroom data in the sciences revealed the following: 47% of Chemistry students are averaging a grade of 75% or lower, and 62% of Physics students are averaging a grade of 75% or lower. Increasing students' interest and abilities in the sciences, especially physical science is a challenge at the high school and middle school levels.

In regards to the fluency/comprehension challenge at the first and second grade levels, the root causes include 1) the low number of opportunities that students have to practice fluency; 2) the knowledge base of the teachers in strategies for improving fluency; 3) the knowledge base of the teachers in strategies for improving comprehension.

At the high school level, the root causes of decreasing math performance is the lack of frequent and timely standards-aligned formative assessments to monitor and adjust instructional practices. With the full implementation of 4Sight at the high school level, paired with quality professional development and the use of a data management team, this root cause should be eliminated.

At the high school level, the root cause of poor performance of students in the sciences was determined to be lack of resources that are of interest to students and are rigorous enough to meet or exceed state standards. Students and teachers have indicated more technology is needed, even at the elementary level.

2. Professional Development Data:

In April 2008 members of the Midd-West School District's Curriculum Council completed Professional Development Surveys in collaboration with the members of each department or grade level content area. In the goal area of 'Increasing achievement for all student sub-groups in reading and mathematics', professional staff indicated a need to participate in ongoing training and implementation of strategies to increase the achievement of special needs or IEP students (63% of curriculum groups) including strategies for low motivated students (79%). They also noted a need for additional training to provide differentiated instruction for below grade-level performers (67%), above grade-level performers (76%), using the instructional support team more effectively (67%), using instructional assistants to increase student achievement (67%), and aligning assessment with instruction (63%). In the goal area of 'Increasing student achievement through home/school/community communication and cooperation, the following areas were designated as needs: improving positive parent involvement (67%), communicating rules/educational expectations to parents (71%), and how to conduct effective parent conferences (59%). In the goal area of 'Increasing student achievement by providing a school/classroom climate conducive to learning', teachers indicated a need for training in effective strategies for increasing student time on task (59%) and building self-esteem (72%).

Induction Plan participants completed a survey. They indicated that additional support is needed to meet the requirements for converting an Instructional I certificate to an Instructional II certificate. No other recommendations or needs were identified by induction plan participants.

Professional Education Action Plan

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduation rate will meet a 95% threshold and/or show growth.

Strategy: Career Focus/ Career Pathways

Description: Utilize a career focus/ career pathways educational approach to help students focus their education toward career development.

Activity: Career Education and Work Curriculum

Description: To provide training for staff on current career and work curricula, trends, and community/state/national needs.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 10/13/2008 Finish: 1/19/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Gain deeper knowledge of Pennsylvania Career Education and Work Standards. 2. Understand grade level expectations of what students should know and be able to do in regards to careers and career planning.	Students who fully understand the effects that education will have on their futures are more likely to be engaged in their education. Research indicates that planning education to address career goals provides students with the motivation to succeed in school.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community</u>

3. Work with parents and community to develop student learning about careers and career options available.

partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Career Education and Work

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Portfolio review 	<ul style="list-style-type: none"> • Participant survey • Graduation rate (Student graduation data)

Status: Not Started — Overdue

Strategy: Differentiation of Instruction/Instructional Programs

Description: Research, design and implement differentiated instruction/ instructional programs to meet the needs of all learners in all subject areas.

Activity: Special education

Description: Provide professional development for differentiating instruction for students with special needs in all curricular areas.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 6/15/2009 Finish: 12/20/2010	\$4,000.00

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions Per	Estimated Number of
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Session	School Year	Participants Per Year
3.00	2	140
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District PaTTAN Central Susquehanna Intermediate Unit Pennsylvania Department of Education	<ul style="list-style-type: none"> School Entity Non-profit organization Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The knowledge and skills that educators will gain include:</p> <ul style="list-style-type: none"> * How to create a climate for learning. * Learning-styles theories and tools to help identify learning styles. * Assessment before, during and after the learning process. * Adjusting, compacting and grouping students for a variety of purposes. * Instructional strategies for student success. * Curriculum approaches for differentiated classrooms. 	<p>Special needs students have different strengths and challenges than their peers. Research indicates that differentiating instruction increases student achievement by providing the approaches each individual student needs to be successful. This activity would provide professional development in learning styles and differentiation of instruction.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology

- principals
- School counselors
- Other educational specialists
- Elementary (grades 2-5)
- High school (grades 9-12)
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Student PSSA data

Status: Not Started — Upcoming

Strategy: Dropout Prevention

Description: School and community stakeholders will research and implement dropout prevention programs/ models.

Activity: Mentoring

Description: To provide an ongoing program of professional development to middle school staff for individual student mentoring and asset-building strategies.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 8/21/2008 Finish: 8/21/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will attain skills and knowledge in the mentoring process and how they can help at-risk students to remain in school using best practices in mentoring techniques.	<p>"Students report that having a person at school who is checking on them, gives them the sense that someone cares and motivates them to come to school" (Gonzales, Richards & Seeley, 2002, p.12).</p> <p>National studies have shown a significant decrease in truancy when mentoring programs existed in schools.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Journaling and reflecting 	<ul style="list-style-type: none"> Participant survey Attendance data (Analysis of student attendance data)

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 75% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Data Driven Instruction

Description: Develop, implement and revise a systematic continuum of assessments which inform and guide instructional decisions to promote student achievement.

Activity: 4Sight Data Analysis

Description: Provide professional development for all teachers on the use of Success for All Members Center and data analysis in math.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 8/22/2008 Finish: 8/22/2008	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District/Central Susquehanna Intermediate Unit/Pattan	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge and skills regarding the 4Sight Benchmark Assessments in math and reading. They will learn the purpose of the assessment, how to administer and score it, and work collaboratively to analyze the data and design instruction.	Benchmark assessments are a component of a system of assessments used to identify student challenges and inform teachers on what and how to design lessons for students to improve upon the challenges. Research indicates that the use of data to make instructional decisions is one of the methods used in successful school reform initiatives.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and</u>

plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey

Status: Not Started — Overdue

Goal: PROFESSIONAL LEARNING COMMUNITIES/ PROFESSIONAL DEVELOPMENT

Description: Create on-going professional development opportunities and Professional Learning Communities (PLC) for all Professional Staff and ensure the creation of teams based on the PLC model by 2010-2011.

Strategy: Professional Learning Communities

Description: The professional staff will work together to identify instructional practices, curriculum, professional education, and leadership that obtain higher levels of student achievement.

Activity: Collaborative Learning Activity

Description: All professional staff will participate in at least one collaborative learning activity.

Person Responsible Timeline for Implementation Resources

Elaine Sautner	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: PLC Set-up

Description: Ensure the structures, protocols and time are created so a that successful PLC model can be effectively implemented.

Person Responsible Timeline for Implementation Resources

Elaine Sautner	Start: 1/1/2009	\$4,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Summer Teacher's Institute

Description: Provide professional development activities, via a summer institute, to include the following need areas: ESL strategies, Gifted Education, Best Practices in Alternative Education, parent conferencing techniques, classroom management, and curriculum development/ unit planning, utilizing paraprofessionals, and additional instructional and literacy training.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 6/15/2009 Finish: 8/23/2013	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	20	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge and skills in specific areas of concentration: ESL; Gifted Education; technology integration, parent conferencing, classroom management, curriculum development and unit planning, utilizing paraprofessionals, and additional instructional and literacy training as part of a summer institute offered by the school district. By participating, teachers become continuous learners and are part of a team dedicated to focusing on results.	The summer institute covers several focus areas identified by teachers as areas of need. By providing the institute, the school district strategically provides the resources for small cohort groups to engage in a professional learning community during the summer using data and research	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
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- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Journaling and reflecting 	<ul style="list-style-type: none"> • Participant survey

Status: Not Started — Upcoming

Goal: READING

Description: At least 75% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Data Driven Instruction

Description: Develop, implement and revise a systematic continuum of assessments in Reading which inform and guide instructional decisions to promote student learning.

Activity: 4Sight Data Analysis

Description: Provide professional development for all teachers on the use of Success for All Members Center and Data Analysis in reading.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 8/21/2008 Finish: 5/15/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mid-West School	<ul style="list-style-type: none"> • School Entity 	Approved

District/Central Susquehanna
Intermediate Unit

- Intermediate Unit

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge and skills regarding the 4Sight Benchmark Assessments in reading. They will learn the purpose of the assessment, how to administer and score it, and work collaboratively to analyze the data and design instruction.	Benchmark assessments are a component of a system of assessments used to identify student challenges and inform teachers on what and how to improve upon these challenges. Research indicates that the use of data to make instructional decisions is one of the methods used in successful school reform initiatives.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none">• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none">• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.• Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening

- Other educational specialists

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey

Status: Not Started — Overdue

Strategy: Reading Professional Development

Description: Professional Development for all content area teachers in reading comprehension, inference, pre-reading strategies, during-reading strategies, after-reading strategies and vocabulary.

Activity: Comprehension Strategies

Description: Professional development in approaches that help students learn how to comprehend texts.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 7/30/2009 Finish: 7/30/2012	\$300.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how they can teach comprehension strategies in all content areas.	The National Reading Panel Report: Teaching Children to read noted: "the preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area." This professional development opportunity will provide teachers with approaches that can	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for

teach students how to intentionally and thoughtfully engage the text to discern meaning.

struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey |
|---|--|

Status: Not Started — Upcoming

Activity: Pre-, During-, and After- Reading Strategies

Description: Professional development in approaches that help students engage with texts prior, during and after reading.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 6/15/2009 Finish: 12/20/2010	\$300.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn the best ways to help students become actively engaged with a text.	Best practices in teaching children to read include: direct, explicit instruction in comprehension strategies, direct vocabulary study, creating meaning through interactions, fluency. The content of this professional development is aligned with best practices and research.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom	• Early childhood (pre-K-	• Reading, Writing,

- | | | |
|--|---|----------------------|
| <ul style="list-style-type: none"> teachers • Principals / asst. principals • Other educational specialists | <ul style="list-style-type: none"> grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) | Speaking & Listening |
|--|---|----------------------|

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> Student PSSA data

Status: Not Started — Upcoming

Activity: Vocabulary Development Strategies

Description: Professional development in approaches that help students learn, use and remember new vocabulary.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 8/20/2009 Finish: 8/20/2012	\$300.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn ideas for helping with the vocabulary development of all levels of learners.	Research has shown that vocabulary instruction, direct and indirect, increases comprehension. Best practices in vocabulary development include repetition and multiple exposures to vocabulary words, learning in rich contexts, and computer technology.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for

struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening

Follow-up Activities Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <ul style="list-style-type: none">• Student PSSA data |
|---|---|

Status: Not Started — Upcoming

Goal: TECHNOLOGY

Description: The district will maintain a high level of technology for academic, administrative and support services necessary for meeting the needs of all community members.

Strategy: Employee Technology Strategies

Description: Use technology to allow the most effective use of teacher and staff resources and time. District teacher standards will also be established to ensure teachers are prepared to implement and teach student standards.

Activity: Implement ISTE's NETS* Teacher standards district wide

Description: Use ISTE's NETS Standards to develop a benchmark of technology use for faculty.

Person Responsible	Timeline for Implementation	Resources
Michael Stebila	Start: 6/30/2009 Finish: 6/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will acquire knowledge in what students and teachers should know and be able to do in regards to technology. This knowledge can be incorporated into the curriculum and instruction of every student.	This activity is supported by the research base regarding the effective utilization of technology as an instructional resource. Teachers who have the knowledge and skills in technology are more effective at effectively integrating it into the curriculum and instruction	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (pre-K-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Participant survey 	

Status: Not Started — Upcoming

Activity: Increase use of Data Warehouses for Data Driven Instruction

Description: Teachers will expand instruction based on data obtained from the district's data warehouses. Professional development in the functions of data warehouse software will occur.

Person Responsible	Timeline for Implementation	Resources
Michael Stebila	Start: 8/21/2008 Finish: 8/21/2014	\$40,235.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District/Central Susquehanna Intermediate Unit/PAttan	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Knowledge of district software for data analysis.	Teachers who engage in professional development, particularly in the use of technology, are more able to integrate	<i>For classroom teachers, school counselors and education specialists:</i>
2. Collaboration with data	technology into effective classroom	

teams to design differentiated instruction.

teaching practices. Also, research indicates that students achieve at higher levels when teachers use data to inform their instruction.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA |
|---|---|

- Classroom student assessment data

Status: Not Started — Overdue

Annual Review Process

The Professional Education Committee will meet throughout the six-year period covered by this plan. End of year reviews will be conducted for the purpose of evaluating the effectiveness of the professional education plan and the activities conducted. These reviews will include:

- The monitoring of the professional education plan.
- The determination of emerging needs based upon student achievement data.
- The selection and scheduling of learning activities and providers
- An ongoing evaluation of continuing professional development activities

The committee will review evaluations of continuing professional development activities and conduct needs assessments as needed. The Board of School Directors will be made aware of the progress of the plan at mid-year and at the end of the year.

Supporting Documents

Supporting Documents - Attachments

- Student Wellness
- Professional Development Needs Assessment, Midd-West School District, Spring 2008

Contact Information

Appendix B

Entity Information Page

Entity: Midd-West SD

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Middleburg, PA 17842-1295

Superintendent or Chief Administrative Officer: Larry Potash

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Professional Education Committee Chairperson: Elaine Sautner

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